

>>SUE

2>Good Afternoon. Thank you for joining us today. I am Sue Nay from the Maine Dept. of Education, and with me are Stephanie Creps and Sarah Greene from Measured Progress.

3>Today we will give you an overview of the MEA Alternate science, PAAP, including the purpose of the PAAP, how to determine student participation, the types of support available to students, administering a PAAP and using the task bank. Information regarding scoring and submitting a PAAP, and reporting.

4>The updated Administration Handbook and Alternate Grade Level Expectations AGLES are posted on the Maine DOE website at the URL posted above. You can also find the User's Guide and the transcript of this presentation available with the recorded version.

5>As we move through the PowerPoint, you may notice the open book symbol on the lower center of a slide. The number or numbers reference the page in the Administration Handbook where information related to the topic being discussed can be found.

6>Our goals today are for participants to become familiar with the Administration Handbook, understand which students are appropriate for inclusion in Personalized Alternate Assessment Portfolio (PAAP), and begin to become familiar with the PAAP AGLES, tasks, and the Task Bank.

7>Inside the front cover of the Administration Handbook, you will find the contact information for both Maine DOE staff and Measured Progress staff those who you may need to contact.

8>Many of these dates are the same year to year. The task bank always opens on Dec. 1st. You may then register yourself and your students. It is an opportune time to look over tasks to plan for instruction. Speaking with general education teachers at this time also helps with mainstreaming, or teaching the same subjects at the same time. March 1st is always the last day to register students. All students need to be registered to receive return material kits. March 1st is also the deadline for new students moving into a school. The sending school is responsible for completing the PAAP at that time. April 30 is equally important as it is the final day of the task bank being opened. All PAAPs must be submitted April 30th, by close of day 5:00.

May 3rd UPS will come to your school to collect all PAAPs.

9>These are the sites that you need to be familiar with. These sites can be found on the front cover of the handbook. You will find this webinar on the Professional Development page. The AGLES and PAAP blueprint are found in the Resources and Support materials, and the handbook, User Guide and a link to the Task Bank are found in the Test Administration portion.

10>There are no changes to the PAAP processes this year. The PAAP only assesses Science, which includes students in grades 5,8, and the third year of High School.

11>The purpose of the PAAP is to provide information about the academic achievement and progress of students with the most significant cognitive disabilities. The PAAP serves as the alternate mode of assessment for these students because of their unique learning needs and the inability to access other assessments.

12>When the PAAP was created in 2000, it was designed to assess student work based on the Maine Learning Results. Over the years, a task bank was developed with items reduced in depth and breadth to match the standards and provide specific Levels of Complexity. We will talk about the Levels of Complexity, or LOCs. The portfolio format allows teachers to teach and reteach skills throughout a five month time period. The number of standards has been reduced for the alternate assessment.

13>State and federal laws require the participation of all students in statewide assessments. The PAAP is a portfolio collection of student work which allows students with significant cognitive disabilities the opportunity to demonstrate their understanding of the state standards at a level that is challenging and attainable.

In addition to it being the law, it helps to determine how much a student is learning and to identify challenging goals and instruction. Counting the results of students who take the PAAP means that these students are more likely included in the general curriculum to the greatest extent possible. Evidence indicates that students learn more than expected when they are engaged in instruction based on the state's learning standards.

While "life skills" continue to be a valuable component of student learning and should continue to be a key factor in a student's educational program, we must also allow students to have the opportunity to participate in the same content as their same age/grade peers.

14>Maine's Comprehensive Assessment System is comprised of the: MEA - Mathematics and English Language Arts/Literacy, MEA - Science and their alternates. The MEA WIDA ACCESS for ELLS is also a required assessment for English Learners.

15>This chart reinforces that ELA and mathematics are assessed grades 3-8 and the 3rd year of high school, while science is assessed in grades 5,8, and the 3rd year of high school.

All assessments are administrated in the spring and assess what has been taught during the teaching or current academic year.

16>Last year Maine had 96,918 students enrolled in grades 3-8 and 3rd year high school. 584, or about 1.4% of these students participated in state alternate science assessment, the PAAP.

According to Federal law, only 1% of these students may be included in accountability as proficient or above.

16.4% achieved a level 1, 28.9% a level 2, or 45.3 % of our students are working towards becoming proficient. The majority of our students test within level 3 at 45.8% and level 4 at 8.9%. A total of 54.7% of our students met proficiency or proficiency with extinction.

17>No Child Left Behind requires that *all* students participate in a system of standards, assessment, and accountability. Decisions must be made regarding *how* a student will participate in the assessment system, not *whether* the student should participate.

There are three ways to be assessed in Maine. Most students will be assessed with standard administration. There are some students who are able to access the assessment with the use of state approved accommodations. These accommodations are related to the timing, setting, presentation, and response formats for students. While accommodations do not make the assessment easier for the student, they are meant to remove barriers that exist that would impact the ability to show what students know and can do.

For a very small number of students for whom there is no way they can access the standard assessment even with accommodations, the alternate assessment known currently in Maine as the Personalized Alternate Assessment Portfolio (PAAP), has been created based on alternate achievement standards which are aligned to the grade level expectations.

18>A significant cognitive disability is not a separate category of disability but is rather intended to include the small number of students, the 1 percent who are within one or more of the existing categories of disability under IDEA. Students who would meet the qualifications are those students who require instruction at multiple levels below their same age/grade peers, and who are not able to provide valid scores on the general assessment even with accommodations. Their disability impacts all aspects of daily living skills.

The decision to participate in PAAP is never solely based on a student's category of disability, language differences, achievement levels, school attendance, or cultural and environmental factors. A student demonstrating delays in reading or the inability to read does not automatically qualify to take part in PAAP.

19>As part of the IEP process, teams must determine the appropriate avenue for participation in the state assessment. The IEP must indicate *why* the student cannot participate in the regular assessment and why the PAAP is the most appropriate assessment. This section must be completed in the IEP, as well as the accommodations. To guide the decision-making process, teams are encouraged to use the Flow Chart for Determining the Appropriate Avenue of Assessment found on page 22 and the Criteria to Determine the Participation in PAAP on page 23.

20>In addition to the flow chart and the criteria checklist, IEP teams should review the state's approved accommodations, the grade level expectations, and the Alternate Grade Level Expectations. It is important to ensure that students are given the opportunity to participate in the general education curriculum to the greatest extent possible and receive a challenging curriculum. Previous state assessment results should also be reviewed to see how the student performed. If the student is able to

access the general assessment with or without accommodations, then the student must participate in that assessment. Specifically, students who meet, or partially meet, are not appropriate for alternate assessment. There will be students who are substantially below proficient who are not appropriate for alternate assessment either. If student is meeting or partially meeting standards on general assessment, the student is not eligible for the PAAP. Only those that have no way to access the general assessment should take the PAAP.

21>Maine's Alternate Grade Level Expectations (AGLEs) for the PAAP are written on a continuum of eight Levels of Complexity (LoC) extended from Maine's Accountability Standards Chapter 131. The LoCs for Science are aligned to Maine's 2007 Learning Results. All LoCs represent a learning continuum constructed by using grade-level content and reducing it in complexity to ensure access to curriculum and instruction for all students.

Maine's AGLEs provide a common basis for the planning of standards-related instruction and assessment in a system that allows students to work on the required AGLEs/Indicators, LoC descriptors, and tasks best suited to their individual needs while maintaining alignment to grade-level content.

22>The layout of the PAAP AGLEs for science reflects the format of Maine's 2007 Learning Results under Maine's Accountability Standards Chapter 131, to which the science AGLE/Indicators are aligned. At the top of each page, the reader will find a header with Maine's Accountability Chapter 131, AGLE/Indicator, and title. The student expectations for that AGLE are written in italics below the AGLE. Exactly how the student demonstrates understanding is detailed in the LoC descriptor table immediately following the student expectations. Such as "The student will identify pictures or descriptions of given animals or plants.

Different grade levels are covered within the LoCs Teachers should move students along in the LoCs in order to increase their students' proficiency level. For example, if a student's score is 100 in accuracy with minimal assistance you should move the student to the next LoC. We want to see what the student can do at the highest possible level.

LoCs 1-4 are available to students in grade 5.

LoCs 1-6 are available to students in grade 8.

LoCs 1-8 are available to students in the third year of High School.

Since all students must be involved in general curriculum to the greatest extent possible, teachers are encouraged to plan instruction aligned to the PAAP LoC descriptor for each AGLE/Indicator selected as appropriate for inclusion in a student's instructional program. Following the delivery of planned instruction, assessment of the student's related knowledge and/or skills should be completed using PAAP tasks aligned to that LoC descriptor. The completed tasks, along with the required forms, will make up the student work that serves as the content of the PAAP.

23>The PAAP Task Bank can be located by going to the PAAP website listed on the screen above. The administration window is December 1st through April 30th of each year. Any attempt to access the Task Bank prior to December 1 will result in a message stating that the Task Bank is closed.

24>Sending schools are responsible for verifying that students who are tuitioned to special purpose private schools or out-of-district programs are assessed. PAAPs will be picked up from the school where the student is being assessed.

PAAPs will be picked up at special purpose private schools.

25>This portion of the training will break down the three types of support that are permissible when administering a PAAP. The three types of support are the PAAP approved accommodations, flexibility in presentation, and PAAP Levels of Assistance.

26>The following accommodations are approved for use with the PAAP. They do not alter what the test measures or the comparability of results. When used properly, accommodations remove the barriers to participation in the assessment and provide students with diverse learning needs an equitable opportunity to demonstrate their knowledge and skills. The accommodations for PAAP are in addition to those on the approved accommodation list for the general assessment.

Here is the list of accommodations.

Enlargement of materials: Graphics and text components of the tasks may be enlarged. Caution should be taken when doing this as all components of the item should be enlarged to the same percentage or size. If you are unable to enlarge materials, the PAAP program assistant at Measured Progress would be happy to provide these for you. You will need to give her detailed information of what you are looking for. Be specific about the document(s). If you need color copies, and you're on a budget, print one copy and share it, show students the images on the screen and print it in black and white or, if color is essential to the student completing the task correctly, ask Sarah to print out the copies for you. Many images are fine in black and white and will work. Some items require the color to answer it. More often than not, some science tasks would need color.

Use of Concrete Objects: Whenever possible, a concrete object may be substituted for a pictured object. The concrete object must match the pictured object. For example, a real block may be substituted for a picture of a block. However, if you substitute a block in this case, you must substitute all objects within the item with concrete objects.

Use of a Calculator: Calculators can be used for the PAAP.

Picture Card or Description Cards: The picture cards or description cards provided for a task may be used by the student instead of the Work Template. In such instances, all student responses must be recorded by the teacher on the Work Template. All student work pages **MUST** include the student's responses.

Alternative/Augmentative Communication: Signs or symbols that are part of the student's daily communication system may be substituted for pictures provided in a task. In each case, the symbol or picture substituted must represent the object, word, or idea listed on the Work Template within the task. That is, if the symbol to be identified is for "big", the symbol substituted must also represent "big".

Extended Time: Tasks may be broken into sections to be done on different days. Students could work on the items on given days.

Visual Support for Graphics: Teachers may name or describe the contents of a given picture as long as the name or description does not provide the answer required in the task.

Multiple Testing Opportunities: If a student is unsuccessful on a given task following re-teaching of the related content, the task may be re-administered anytime during the testing window.

27>The directions for task administration provide specific assistance you may use to support a student, such as the teacher reads, or the student reads. It will tell you when you may use pictures or supports.

28>If a student needs supports beyond those provided through approved accommodations or the flexibility that is part of every PAAP Task Description, the opportunity to use individualized Levels of Assistance is provided. Supports classified as Levels of Assistance are teacher-developed support mechanisms that, while not modifying the content being measured, assist a student in completing the task or retrieving the answer to a particular question without actually providing that answer to the student.

Levels of Assistance are determined on a three-point scale of 1-3, each affecting the overall score of a PAAP task. As the support the teacher provides decreases, the point value increases.

29>Level of Assistance Score of 1 provides the greatest amount of assistance to the student such as modeling or demonstrating a response similar to that desired. For example, if the question was "What happens when you put water in the freezer," the teacher may say instead, "When I put the water in the freezer, it gets cold, hard, and turns white. What happens when you put water in the freezer?" Note that this is not a question in the task bank as we would not use "freezer" in the question when the answer is it freezes.

30>Level of Assistance Score of 2 includes the followings supports. The use of Option 2 is available at LoC 1.

In addition to the use of Option 2 The use of clarifying questions to stimulate student thought without providing clues to specific answers is another example. You might ask "Which happened first?"

Prompting the student. You could say "Tell me more" when the student hasn't given a complete answer.

Cueing

31>Option 2. Only those tasks where it is appropriate will have an Option 2 included in the extra pages that print with the Entry. Option 2 allows for fewer of the item sets multiple times in order to the match student's knowledge. Teachers must use the item sets as they are presented, but may decrease the required number of items available. The results must be recorded on the Option 2 template provided with the task download for those tasks for which they are available. Items sets are those items within the original task in an unaltered state.

Let's look at a task to clearly indicate an item set. My example includes a picture of a cup and a ball or an actual cup and ball. The directions say "Show me the cup." If you change the question to "Show me the ball," you are altering the item. The item must remain as the original item. Cut out the original items and paste them on the Option 2 worksheet to ensure that no changes are made to the item. Altering a task is one example that makes the item unscorable more often than not because the wording or picture has been changed.

In addition to the use of Option 2 at Level of Assistance 2, teachers may limit student's responses, except at LoC 1, by removing one response option.

32>Here is an example of one of the tasks. The teacher places a picture in front of the student and says "Was this picture taken during the day?" The teacher does not describe the picture to the student. The teacher circles the response provided by the student in the last column. The teacher may choose to present one, two or three pictures, one at a time. Each time a picture is shown, the teacher fills in the date and administers as many items as is appropriate for that student that day.

Talk about option sets for Option 2.

33>Here is an example of how to administer an item with fewer option answers. Simply cross out one of the answers to offer fewer choices. This can be used at any LOC except LoC 1. At Level of Assistance 2, teachers may limit a student's responses in all Levels of Complexity except at LoC 1 by removing one response option. If an item has four choices, the teacher may remove one choice so the student has three answer choices. Options at LoC1 cannot be removed as there are typically only two options. In the few instances where there are three options for LoC 1, the three options must appear.

34>The lowest level of assistance provides the students with a score of 3. For this level of assistance the student is able to answer the items independently. This includes students who participate with the teacher reading aloud when it is approved for use on the Task Description page.

Teachers can always provide encouragement to the student. Students may use the most appropriate mode of communication to answer. Directions can be repeated. Passages that are allowed to be read may be reread to the student or the student may reread those passages that they are required to read. Finally, the teacher may remind a student to stay focused. These types of support have no impact. They provide the students with the highest assistance level of 3.

Note that hand-over-hand is not allowed.

35>Here is an example of choosing the level of assistance by marking an x in the box for the appropriate level. Please make sure you choose the type of support given within that particular level of assistance. This is required and will make your task unscorable if left out.

36>The Step by Step guide to Administering a PAAP begins on page 18 of the Administration Handbook.

The **first step** is part of the planning process. The IEP team must meet to determine if the child is eligible to participate in the alternate assessment. The tools the team should use as part of this process are the *Flow Chart for Determining the Appropriate Avenue of Participation in State Assessment* and the *Criteria to Determine Participation in PAAP*.

If a student is determined to be eligible for the PAAP, the process of planning a PAAP should begin with a review of the PAAP AGLE/indicators designated for state assessment.

37>This Flow Chart is the first step in determining eligibility. First, the student must have an identified disability.

When yes is answered, the next question asks whether the disability is a significant cognitive disability. Remember that a significant cognitive disability is not a separate category of disability but is meant to identify those students whose disability is so severe that it impacts all areas of daily living skills and does not allow for the student to access the general assessment even with the maximized use of accommodations.

38>In addition to the flow chart, the student must meet the criteria listed on page 23. If any of the statements on the checklist are marked as “false”, the student is **not** eligible for alternate assessment. The checklist may be used as part of the IEP process.

Please note that students taking part in PAAP should be challenged by the tasks associated with the PAAP. Over identification of students participating in PAAP may result in an inquiry of identification practices. Over identification may result in scores not being counted for accountability purposes. Only 1% of students can be reported as proficient or above on alternate achievement standards.

39>In order for students to increase achievement levels, continue to move them to higher LoCs whenever possible. The LoC has the **most** weight in the scoring formula. We must also assess students at the highest LoC that their cognitive ability allows. The purpose is to challenge students to reach their fullest potential possible. Stephanie will explain and give examples in this webinar.

40>Step two requires you to review the PAAP blueprint to determine those AGLE/indicators that are required for the student’s inclusion in instruction and assessment. Students are not allowed to test off grade level, the AGLE/Indicators are designed to be aligned with the content that their peers are receiving in the general educational setting.

41>Once the AGLE/Indicators appropriate for inclusion in the student's assessment portfolio have been determined, review the Level of Complexity descriptors for each AGLE/indicator and select the level that is at an appropriate, yet challenging level for the student.

42>Student registration is handled through the PAAP Task Bank. Registration occurs between December 1 and March 1 each year. Only those students on the PAAP roster as of March 1 will receive a return materials kit. We encourage all teachers to have students enrolled as close to the December 1st date as possible to allow opportunity for the assessment to be embedded in daily instruction.

>>STEPHANIE

43>After the planning process has occurred, the next step is to register your student to participate in the PAAP. To do this, you are required to create a user account within the Task Bank. You are required to create a new account within the Task Bank each year.

It may be helpful to look at the Task Bank User's Guide to assist you through the process of creating a user account, registering a student, accessing tasks within the Task Bank, and submitting students for scoring. The User's Guide is available on the login page of the PAAP website.

44>Upon entering the Measured Progress ProFile website, the Task Bank, you will see the sign-in page. This Task Bank is password protected. Under the sign-in button you will also see a link to the PAAP Web Manual. You may find it helpful to print this manual and refer to it when questions arise.

Registration is fast and it provides immediate access to the Task Bank. To begin the registration process either click 'Go to Registration Page' in the top blue banner or click 'Click here' in the center of the page.

45>This is the registration page where you will set up an account. As you can see, you need to enter your email address and your name twice to ensure that it is entered correctly. Click on "Submit Registration" when you are done.

46>This is the next screen that will appear. Enter your first and last names. Then select your district and school from the drop down menus. Then click "Save." Your registration process is not complete until you have associated yourself with a district and school.

When you are finished working in ProFile, please remember to click on "Sign Out" in the top right corner.

47>Once you're registered in the ProFile Task Bank, there are some administrative functions on your "My Account" page. These include...

- Teacher Information. This presents the information that you entered when you registered.
- My Schools List. Click on this tab to see your school list.

- Need Help Finding Your School? You would want to click on this link if your school does not appear on the drop down menu. The schools and districts listed in ProFile were provided to Measured Progress in November. If there has been a change in your school's status between then and now, then you'll have to contact the alternate assessment coordinator to assist with adding your school to ProFile so you can complete your registration.
- Change My Password. If you want to change your password, click on this link. You can change your password as often as you would like.

48>If you have students in more than one school within your district who will be doing a PAAP this year, you can add these schools to your account using the "Add an Additional School to My Account" on your My Account page in ProFile.

Click on "Add an Additional School to My Account". Then go to the drop down list and click on the school name and click on "Add School." You can then go back to "My Schools List" to verify that the school has been added to your account. This will save you the headache of having to manage multiple accounts for multiple schools.

49>This link provides the list of questions that you have submitted to the Department via ProFile. When Sue responds to the question, the status of the question will change to "Replied". However, if your question is time-sensitive, you can email Sue as well.

Create a New Question. Use this feature to send a question about registering a PAAP student or completing a PAAP for a student. Please fill in the subject line with a brief description. Then complete the "Question" box providing pertinent details. Please note that this site is encrypted so the information sent will be secure. Be sure to include the MEDMS number, student's name, and grade to facilitate a response.

>> SARAH

50>Once the process of creating a user account has been completed, you can then register students to your account. You will add students to your roster by entering the student's MEDMS number and verifying the student name and grade. Once this ID number has been entered, you will be directed to a student informational page.

Infinite Campus State Edition has both a school- and state-assigned student identification number. Please be sure to use the state-assigned identification number.

51>To register a student to your account, click on the "Add a Student to My List" to begin.

Remember that the MEDMS number has 9 digits. After you have entered the MEDMS number, click "Check MEDMS". ProFile will verify that the number is correct and that the student has not been registered by another teacher.

Only students who were registered to your school by November 5th are available for you to select from. This is the date that Maine Department of Education sends the file to Measured Progress to load into ProFile. If updates aren't made to Infinite Campus or if a student moved into your school after November 5th, you will need to contact Sue Nay to move the student to your school. Any updates in student information cannot be made in ProFile without the updates being made to Infinite Campus.

52>You will want to review all of the information to ensure the accuracy of the data. If the information is correct, you will be able to process the student right away. If the information is incorrect, your student will be added to your list. However, your student's status will be shown as "Pending" instead of "Open" and you will not be able to access tasks for that student.

53>This is the student information verification page. Here you will verify the student's name, district, school, and grade. If all of the student information is correct, click "Yes" and add the student to your list. If the information is not correct, click "No" and still add the student to your list.

In the text box, note what needs to be changed so that Sue Nay can assist with making the necessary changes to successfully register your student. Without this information presented immediately, processing the student may take much longer.

54>This is the message you will receive if you have successfully registered a student.

55>Please remember that students must be enrolled in the Task Bank before March 1st. The school that the student attends is responsible for registering the student in ProFile.

Note that the Task Bank will be locked for registration at 5 p.m. on March 1. Any students registered by March 1 will receive a return materials kit.

>>SUE

56>After registration of your student or students is complete, you are ready to access and choose tasks from the Task Bank. After providing instruction around the required AGLE/Indicators, you will use the tasks from the Task Bank to assess the student's proficiency and develop the portfolio. If a desired level of accuracy is not obtained, re-teaching may occur and the task re-administered.

57>Go to "My Students" and click "My Student List". These are the students who are registered to your account. Note the status of the students. You will be able to start working in the Task Bank for those students who have a status of Open. Clicking on "Select" in the row with the student's name will provide access to the Task Bank for that student.

58>Here is the Table of Contents which provides the student's name, grade, and the AGLE/Indicators by content area that are required for this student's PAAP.

Let's navigate through this page. The top left corner shows that this page is accessed from the "My Student List" page. Next to "My Student List" is "Print This Page." This printed copy will show the required Entries for each AGLE/Indicator for that student.

Below is the title of this document, the 2015-16 PAAP Table of Contents. Notice that the student's name, grade, and state ID number have been auto-filled.

Science has three Entries at all grade levels, D4, E3 and E4 are shown here. Beneath the AGLES/Indicators are the LoCs that are available for this student. Click on the LoC for this student. Then click on "Open AGLE/Indicator PDF" to access the documents that you'll need to administer this portion of the PAAP: the entry slip, the task description page, the student Work Template, and the Task Summary page. Next to this link is the "Task Summary Page" where you enter the scores electronically for the tasks associated with this Entry.

After you have administered this Entry, you can "lock" the entry by clicking on the open lock symbol. If you want to unlock the Entry, just click on the closed lock symbol which will then change to an open lock symbol.

59>Each AGLE/Indicator contains an Entry Slip. Science contains three entries. An Entry Slip is generated with each PDF download.

60>On page 24 of the Administration Handbook is the blueprint. This shows the AGLEs required at each grade.

This blueprint should be followed for all students at the grade level they are assigned in Infinite Campus State Edition. The primary school or the receiving school or program must have the same grade level for that student.

Please note that grades 5, 8 and 3rd year high school participate in science. If a student is in his or her fourth year and in grade 11, the student does not need to be assessed through the PAAP again. Those students who are 3rd year high school students, but in 10th grade should participate.

61>You are required to fill in the student name and grade on each Entry Slip. The Entry Slip will automatically indicate the LoC that you selected for the student as well as the AGLE/Indicators that need to be assessed. When submitting the final entry, you will want to be sure that the LoC on the Entry Slip matches the LoC of the task(s) you are submitting in the student's portfolio.

62>Each AGLE begins with a clear task description. Review of the prior knowledge will assist in telling you if all instruction needed for this task has been given to the student. Description of the task, and directions for administering are given step by step. The task description will tell you if reading aloud to the student is appropriate or not. Most important are the expected responses from the teacher. This will assist you in correcting the tasks.

Remember to submit the task descriptions in the portfolio to assist those scoring the portfolio. Please include this sheet in your portfolio.

63>Be sure to follow the directions for Task Administration located on the Task Description page when administering the task. Once the task has been completed, either you or the student will record the student's responses on each Work Template. Each item for the task should have a clearly marked response.

64>Here is a sample of a completed student Work Template. This page **must** also be included with the submission of the portfolio. If student work is missing, it will result in an unscorable task and/or entry.

65>Once the student has completed all the items on the Work Template, you must correct the work item by item.

66 >Here you can see that the work was corrected. Once the work is corrected, transfer the scores to the Task Summary page for the Level of Accuracy. Please use C for correct and X for incorrect.

67>Using the Levels of Assistance chart, determine the Level of Assistance that was provided.

68>The Level of Assistance is recorded on the Task Summary page by marking an X in either box 1, 2, or 3 and providing additional information about the specific assistance that was given by circling the support from the list below or noting the support given in the "other" section if it is not in the list. This is a required component of the task which makes up part of the student's score.

69>Electronically complete and submit the Task Summary pages.

70>This is a sample of the online Task Summary page in ProFile. Note that the student's name has been filled in; however, you will need to **enter the date the task was completed. This is important information for you as well, especially if you feel you can complete the next level in the LoC.**

Transfer the student's correct or incorrect responses, based on the scored student Work Template, in the Level of Accuracy section. As you click on C or X for each item, the percent correct will be calculated automatically.

71>This is the Task Bank version of the Task Summary page. Notice that the three items have been scored and the percent correct is calculated. If you are using the PDF form, check the number of points each item is worth to calculate the percent correct.

72>On the electronic version of the Task Summary page, click on the radio button for the Level of Assistance that was provided for your student. Once you have selected the Level of Assistance, the types of support available are displayed.

73>When the types of supports appear, select the type of support given by clicking on the appropriate radio button.

74>Assemble the portfolio. Each entry will have three items: Entry Slip, a Task Description page for each required task, the required tasks (student Work Template), and the required Task Summary page for each task.

Do not submit more than the required number of tasks for an Entry. Ensure that all of the tasks within an Entry match the Level of Complexity on the Entry Slip. Many of the tasks contain cut outs, graphics, and/or stories. These should not be included in the body of the portfolio. They may be placed in a separate section in the back of the portfolio.

The next few slides show a graphic representation of what is expected for each submission. Arrange each AGLE Entry in alphabetical order.

75> Here is a visual representation of what the PAAP Entries should contain. Science has three Entries that contain two tasks each. Task Description pages are critical for scoring so you need to ensure these pages are included in the portfolio. Remember that if you want to include the passages and graphics, please insert them in the back of the binder.

76>Arrange each AGLE Entry in alphabetical order and then in numerical order by indicator.

77 >You also need to print a Table of Contents from the Task Bank. When printing from the Task Bank, the fields will be populated with the exception of the student name. The Table of Contents will show all the ALGE/Indicators required for the student's grade level. If you submit a portfolio before printing out the Table of Contents, you will not be able to go back in to print this document. However, you can print a blank form on the PAAP web site.

>>SARAH

78>Here is a new binder ready for the portfolio entries. Please use the smallest binder needed. Please do not use a pocket folder or staple the pages together. However, you can submit the PAAP with a GBC binding.

We recommend creating the binder when you register, printing out the Table of Contents page and putting materials into the binder as you test the student instead of waiting until the end and scramble to create the binders just before shipping.

79>After the Table of Contents page, insert the Entry Slips alphabetically then numerically for each AGLE. In this case D3 is followed by E1 and E5. Each Entry Slip must be followed by the Task Description page, the student Work Template, and the Task Summary page.

80>In mid-April, Measured Progress will send each school a return material kit for any student who was enrolled in the PAAP Task Bank at 5PM on March 1. Return material kits will contain two Tyvek envelopes for each student. One is an outer envelope, which will have a prepaid UPS label affixed, and the other is an inner envelope.

To pack a completed portfolio, match the student name on the portfolio with the name on the student barcode on the inner envelope. Place the completed portfolio into the inner envelope. Do not seal this envelope. Place the inner envelope into the outer envelope and then seal the outer envelope.

Measured Progress will schedule a one-day UPS pickup for the completed portfolios on May 3. Portfolios should be placed in the designated pickup spot at your school first thing in the morning. Please note that this is a special pickup and your regular UPS driver may not be the one stopping at your school. If the portfolio has not been picked up by the end of the day on May 3, please contact Measured Progress. We will work with UPS on our end to ensure the pickup of your portfolios. Do not contact UPS on your own as you may incur a pickup charge.

81>Just as another reminder that sending schools are responsible for verifying that students who are tuitioned to private special purpose schools or out-of-district programs are being assessed.

>>STEPHANIE

82>We need to provide information to you about how scores are calculated (based on the recommendation from our Technical Advisory Committee). Knowing how to score a portfolio will allow you to calculate the final score to determine the achievement level. You may want to do this calculation and see if you could move a student up an LoC so that the student may attain a higher achievement level.

The first score for a PAAP is completed and submitted online. This is a two step process. The first step is to enter your scores in the Task Summary sheets for each entry. Second, from the your My Accounts page click the menu option at the very bottom of the screen 'Submit Students for Scoring', then follow the prompts on the screen. This is the final step and enters your scores to be used in the process for determining your student's final scores.

The second score is completed by one of Measured Progress's trained scorers. All scorers have to pass a qualifying test to score. If they do not pass, then they are dismissed from this project. The scorers have a college degree.

Achievement levels are calculated using the scoring rubric shown on page 29 and the cut score table shown on page 13.

Here's how to do that process. On page 29 is the task scoring rubric. It has not changed.

83>This rubric shows you the three pieces of information that are required when determining a student's score: LoC, Level of Accuracy, and Level of Assistance. If any of piece of data is missing the task will be unscorable.

84>I will now walk you through the process for calculating a student's final entry score. The formula is 5 times the LoC plus the Level of Accuracy plus the Level of Assistance minus 4.

This student had an LoC of 4.

For the Level of Accuracy, you need to determine the Sum of Level of Accuracy Points using each task in the entry. For task 1 they received 2 points, for task 2 they received 3 points. This equals a sum of 5 for Level of Accuracy points. Using the Sum of Level of Accuracy points table we are able to determine that they will receive a 3 for Level of Accuracy points for their final entry score.

Level of Assistance is determined using the same method as the Level of Accuracy. This student received a Level of Assistance of 2 for each task which equals a sum of 4 for Level of Assistance points. Using the Sum of Level of Assistance Points table we are able to determine that they will receive a 2 for Level of Accuracy for their final entry score.

Entering all of these scores into the Final Entry Score formula gives this entry a score of 21.

In the past you may have heard us suggest trying the next higher LoC for your student. The reason for that is because the LoC carries the most weight in the student's final entry score. In this example, if LoC 3 had been submitted but all the other data remained the same the student would have only received a final entry score of 16.

85>Final scores from all 3 entries are added together to determine the student's raw score.

- Cut scores for the achievement levels were set during a standard setting in June of 2010.
- If an entry is unscorable it is added as "0"

You may notice that the range of cut scores is significantly different between the 3 grades. This is because of the additional LoCs that are available as students progress to their next grade levels.

86>We will now review several student score reports.

This first example is a student that received a final overall score of 65 which landed them into the Proficient performance category. Let's take a look at their scores for each entry and discuss how they achieved Proficient status.

87>This student achieved the highest Level of Accuracy for each entry, consistently needed a Level of Assistance of 2, and was also consistent in their LoC which was 4.

88>This next example is a student that received a final overall score of 22 which landed them into the Substantially Below Proficient performance category. Let's take a look at their scores for each entry and discuss how they achieved Substantially Below Proficient status.

89>This student completed their tasks at the highest Level of Assistance and in some cases the highest Level of Accuracy. So why is it that they were Substantially Below Proficient? They were only given an LoC of 1 for each entry. Remember, the LoC carries the most weight in the final scores. In this instance

we would have suggested that this student try the next higher LoC. It's important for your students to perform well but it is also important for them to be challenged.

90>This student received a final overall score of 39 which landed them into the Substantially Below Proficient performance category. Let's take a look at their scores for each entry and discuss how they achieved Substantially Below Proficient status.

91>This student had an entire entry that was unscorable which is what had the most impact on their overall score. There are many reasons why this entry could have been unscorable:

- The teacher could have altered the task
- The teacher may have used hand-over-hand
- Information regarding the Level of Assistance may have been missing
- The entire task summary pages may have been missing

Regardless of the reason for this outcome, what is important to remember is to always follow the directions on the task description pages and to always verify that your PAAPs are assembled correctly before they are submitted to Measured Progress.

>>SUE

92>Challenging students by including work that reflects their opportunities to learn, develop and demonstrate knowledge and skills. The more difficult the LoC, the more weight it is worth, even if you need to provide more assistance. Never send PAAP work materials home, or leave them lying around. This is an assessment of work you provided and taught this year.

93>As a test administrator, your commitment includes: embedding student work into daily instruction throughout the year.

Including student work that is accurate and recent. Ensuring that student work is a culmination of instruction.

To utilize the opportunity for students to learn, develop and demonstrate knowledge and skills. Challenge your students, and include the original student work.

94>Only use accommodations and/or assistive technology that is part of regular instruction.

Valid evidence of accurately scored items that will produce a reliable score.

Complete portfolios contain all required components.

All evidence is authentic, accurate, and truthful.

95>Common Errors that we have often seen with the PAAP include: items or tasks were altered, an item or task was missing, the student's work was missing, the Task Summary page was missing, the student's work was not corrected or graded correctly, the wrong LoC was scored, the Level of Accuracy was not completed correctly, the Level of Assistance was not recorded or more than the latest date LoC was submitted.

96>A scorer can only score what they see. Student work must be recorded. Glue or tape picture answers and record letter or words in the answer columns.

97>This task asks that the student choose one animal and match part of it's environment or food for the selected animal. All other answers are marked as correct because the student followed directions.

98>Did we meet our goals? Do you feel comfortable using the Administration Handbook? Understand which students are appropriate for inclusion in the Personalized Alternate Assessment Portfolio (PAAP)? Feel comfortable with the PAAP AGLEs, Tasks, and the Task Bank? And, feel confident to prepare valid PAAPs for scoring?

99>Please contact Sue Nay at sue.nay@maine.gov or 624-6774 with questions or comments.

100>Thank you!